

A L CORBETT MIDDLE

10 A.L. Corbett Circle
Wagener, SC 29164

GRADES 6-8 Middle School

ENROLLMENT 282 Students

PRINCIPAL Dr. Deborah Bass 803-564-1050

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 0 | 3 | 29 | 15 | 0 |

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

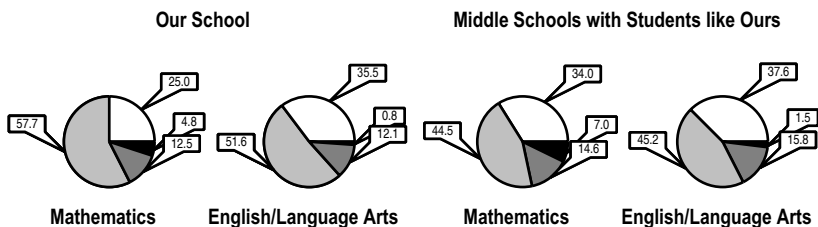
FOR MORE INFORMATION, VISIT WEBSITES AT:




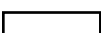
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average | Unsatisfactory | N/A |
| 2002 | Below Average | Average | N/A |
| 2003 | Average | Average | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 21 | 83 | 32 |
| Percent satisfied with learning environment | 71.4% | 75.9% | 62.5% |
| Percent satisfied with social and physical environment | 76.2% | 80.5% | 59.4% |
| Percent satisfied with home-school relations | 47.6% | 84.1% | 51.6% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 271 | 100.0 | 35.5 | 51.6 | 12.1 | 0.8 | 12.9 | 17.6 |
| Gender | | | | | | | | |
| Male | 143 | 100.0 | 47.7 | 46.2 | 4.6 | 1.5 | 6.2 | 17.6 |
| Female | 128 | 100.0 | 21.4 | 58.1 | 20.5 | N/A | 20.5 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 131 | 100.0 | 20.3 | 58.5 | 19.5 | 1.7 | 21.2 | 17.6 |
| African-American | 135 | 100.0 | 49.6 | 44.8 | 5.6 | N/A | 5.6 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 220 | 100.0 | 36.3 | 48.0 | 14.7 | 1.0 | 15.7 | 17.6 |
| Disabled | 51 | 100.0 | 31.8 | 68.2 | N/A | N/A | N/A | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 271 | 100.0 | 35.5 | 51.6 | 12.1 | 0.8 | 12.9 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 271 | 100.0 | 35.2 | 51.8 | 12.1 | 0.8 | 13.0 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 170 | 100.0 | 46.2 | 48.1 | 5.8 | N/A | 5.8 | 17.6 |
| Full-pay meals | 101 | 100.0 | 17.4 | 57.6 | 22.8 | 2.2 | 25.0 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|------|
| Mathematics | | | | | | | | |
| All students | 271 | 100.0 | 25.0 | 57.7 | 12.5 | 4.8 | 17.3 | 15.5 |
| Gender | | | | | | | | |
| Male | 143 | 100.0 | 32.3 | 56.2 | 7.7 | 3.8 | 11.5 | 15.5 |
| Female | 128 | 100.0 | 17.1 | 59.0 | 17.9 | 6.0 | 23.9 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 131 | 100.0 | 12.7 | 58.5 | 20.3 | 8.5 | 28.8 | 15.5 |
| African-American | 135 | 100.0 | 37.6 | 55.2 | 5.6 | 1.6 | 7.2 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 220 | 100.0 | 24.5 | 54.4 | 15.2 | 5.9 | 21.1 | 15.5 |
| Disabled | 51 | 100.0 | 27.3 | 72.7 | N/A | N/A | N/A | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 271 | 100.0 | 25.0 | 57.7 | 12.5 | 4.8 | 17.3 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 271 | 100.0 | 24.7 | 57.9 | 12.6 | 4.9 | 17.4 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 170 | 100.0 | 32.7 | 57.7 | 7.7 | 1.9 | 9.6 | 15.5 |
| Full-pay meals | 101 | 100.0 | 12.0 | 57.6 | 20.7 | 9.8 | 30.4 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 80 | N/A | 27.8 | 55.7 | 16.5 | N/A | 16.5 |
| | Grade 7 | 105 | N/A | 35.6 | 49.0 | 14.4 | 1.0 | 15.4 |
| | Grade 8 | 100 | N/A | 42.3 | 38.1 | 18.6 | 1.0 | 19.6 |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 87 | 100.0 | 40.5 | 39.2 | 19.0 | 1.3 | 20.3 |
| | Grade 7 | 87 | 100.0 | 32.5 | 57.5 | 10.0 | N/A | 10.0 |
| | Grade 8 | 97 | 100.0 | 33.7 | 57.3 | 7.9 | 1.1 | 9.0 |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 80 | N/A | 24.1 | 53.2 | 17.7 | 5.1 | 22.8 |
| | Grade 7 | 105 | N/A | 62.5 | 30.8 | 4.8 | 1.9 | 6.7 |
| | Grade 8 | 100 | N/A | 47.4 | 43.3 | 7.2 | 2.1 | 9.3 |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 87 | 100.0 | 20.3 | 54.4 | 15.2 | 10.1 | 25.3 |
| | Grade 7 | 87 | 100.0 | 22.5 | 58.8 | 13.8 | 5.0 | 18.8 |
| | Grade 8 | 97 | 100.0 | 31.5 | 59.6 | 9.0 | N/A | 9.0 |

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n= 282) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 17.5% | Down from 22.2% | 11.4% | 14.4% |
| Retention rate | 6.3% | Up from 3.0% | 3.3% | 2.3% |
| Attendance rate | 95.1% | Down from 96.3% | 95.0% | 95.2% |
| Eligible for gifted and talented | 16.9% | Up from 16.7% | 12.3% | 13.6% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 15.8% | Up from 15.3% | 14.9% | 14.1% |
| Older than usual for grade | 4.6% | Up from 2.0% | 4.6% | 4.9% |
| Suspended or expelled | 2.8% | Up from 0.7% | 1.0% | 1.3% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|-------------------|-----------|-----------|
| Teachers (n= 23) | | | | |
| Teachers with advanced degrees | 26.1% | Up from 21.7% | 45.7% | 47.1% |
| Continuing contract teachers | 73.9% | Up from 52.2% | 80.0% | 82.5% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 62.7% | Up from 57.1% | 81.8% | 84.3% |
| Teacher attendance rate | 92.9% | Down from 95.3% | 94.8% | 95.0% |
| Average teacher salary | \$35,740 | Down 2.3% | \$39,002 | \$39,924 |
| Prof. development days/teacher | 15.7 days | Up from 14.2 days | 10.5 days | 10.7 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 3.0 |
| Student-teacher ratio | 21.7 to 1 | Up from 18.0 to 1 | 20.8 to 1 | 21.0 to 1 |
| Prime instructional time | 85.5% | Down from 90.1% | 88.4% | 88.9% |
| Dollars spent per pupil* | \$7,442 | Up 14.6% | \$5,926 | \$5,854 |
| Percent spent on teacher salaries* | 57.9% | Down from 59.5% | 62.9% | 62.0% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 94.2% | Up from 73.8% | 95.7% | 94.8% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A.L. Corbett Middle School gladly moved into a new facility at the beginning of the year. A few construction activities remained, but the school was fully secure in its new facility. The cafeteria opened in March and students enjoyed the atmosphere. The school's academic focus became more perfected through our SACS study.

The schedule included increased assistance for students with academic plans, as well as an after school program and homework center. Our commitment for improvement was noted as we continued involvement in the middle school math project (MSMP) with SERVE; continued hosting a cohort group with S.C. State for teacher preparation; implemented a v-tel instructional lab for increasing course offerings; developed professional literacy groups; participated in curriculum calibration and vertical teaming; provided safety nets for students with GEAR-UP, Natural Helpers, and Palmetto Leadership; conducted monthly parent information nights; provided a weekly newsletter from each grade level; provided a monthly newsletter from the school; and developed school-wide reading plans for reading renaissance periods. We continued to increase community involvement by hosting a quarterly meeting of local clergy and monthly meetings with local community leaders.

Several classes of math students in sixth and eighth grades were grouped in gender-based classes and instructional aides were added to the ALCMS team to assist in instruction. The computer lab included class periods for students to access the math text on the Internet for immediate feedback and pre-testing. Students participated in the Academic Team, Math Counts, Science fair, and the school-wide multicultural unit that included research and presentations by every homeroom.

The schedule allowed teachers of the same content to plan together on a daily basis. Staff development opportunities for mathematics, reading, and writing were made available during the year. The teachers participated in STEMs weekly, sharing teaching practices with their content teams to develop professional understanding in content and pedagogy. Math teachers met on Saturdays to plan and learn about innovative strategies for delivering instruction on varied levels of learning. Every instructional team focused on educational improvement for our students.

Our challenges continue to be retention of teachers and the ability to provide substantial long-term professional development based on school data. However, we are committed to making informed decisions based on assessment results to improve teaching and learning.

Respectfully submitted by: Deborah Bass, Ph.D.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.